

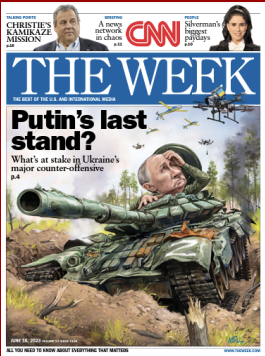
# THE WEEK



**THE WEEK MAGAZINE**  
EDUCATION PROGRAM

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## The Week at a Glance



4	Ukraine probes for holes in Russia's defenses	News	Ukraine began exploratory attacks on Russian lines in the first phase of its long-awaited counter-offensive, even as the collapse of a hydroelectric dam in Russian-occupied southern Ukraine inflicted a fresh humanitarian crisis.	World Studies
5	House GOP revolt brews after debt deal	News	President Biden took a victory lap after signing the bipartisan bill to raise the debt ceiling, even as his negotiating partner, House Speaker Kevin McCarthy, faced a revolt from the far-right House Freedom Caucus.	Government Economics Politics
6	Artificial intelligence: Could it 'kill us all'?	News	Hundreds of artificial intelligence researchers and tech leaders, including Bill Gates and OpenAI CEO Sam Altman, recently signed a one-sentence declaration with a dramatic warning: "Mitigating the risk of extinction from AI," they said, "should be a global priority alongside other societal-scale risks, such as pandemics and nuclear war."	Government Technology
7	Sacramento: Migrant stunt	News	California Democratic Gov. Gavin Newsom called Florida Republican Gov. Ron DeSantis a "small, pathetic man" this week for sending 36 Latin American migrants on chartered planes to Sacramento—continuing DeSantis' stunt of shipping migrants to liberal cities.	Government Civics
16	Christie: On a mission to take down Trump	Opinion	The Republican presidential primary race is finally getting "a brawler in the mix"—former New Jersey Gov. Chris Christie, said Michelle Cottle in <i>The New York Times</i> .	Politics

### BRIEFLY: Quick Questions & Ideas To Engage Students

Artificial intelligence: Could it 'kill us all'? PAGE 6	<ol style="list-style-type: none"> <li>1. What do you think this article is about, based on its headline?</li> <li>2. How much do you know about artificial intelligence (AI), and how it could change the world?</li> <li>3. According to the article, why did hundreds of tech leaders and artificial intelligence researchers send a letter stating that we should make AI a global priority?</li> <li>4. Based on information from the article and additional research, how could AI change your life?</li> </ol>
The return of child labor PAGE 12	<ol style="list-style-type: none"> <li>1. What claim does the columnist make in this article?</li> <li>2. What evidence does the columnist make to support that claim?</li> <li>3. At what age should you be legally permitted to work in a coal mine or a slaughterhouse?</li> <li>4. How has the child labor issue become a political issue?</li> </ol>
Americans are tired of quitting PAGE 33	<ol style="list-style-type: none"> <li>1. What is the "Great Resignation"?</li> <li>2. Why do you think so many Americans felt inclined to quit their jobs during and just after the pandemic?</li> <li>3. What three benefits would be most important to you in choosing a job?</li> <li>4. How, if at all, do you think your generation will approach careers differently than your parents' generation, and why?</li> </ol>

### FEATURE OF THE WEEK: The Cover

Invite students to look at this week's cover and answer the questions.	<ol style="list-style-type: none"> <li>1. Describe the illustration on this week's cover.</li> <li>2. What story from this week's issue does the cover image represent? What political leader is represented? How is he represented, and why?</li> <li>3. What do you think the illustrator's point of view is about this news story?</li> <li>4. What techniques does the illustrator use to represent his or her point of view?</li> </ol>
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<b>MAIN ACTIVITY OF THE WEEK #1:</b> Based on the articles, "The U.S. at a glance" (p. 7)	
<b>VOCABULARY</b>	migrant, pathetic, liberal, illegal alien, sanctuary city, drag shows, cabaret, maladies, blanketed, hazardous, vulnerable, evangelizing, violated, oversight, unprecedented, irregularities, charade, transgender, irreparable
<b>DISCUSSION</b>	1. What do the featured stories tell us about our nation? 2. Which story is most surprising to you, and why? 3. Which story most directly impacts your life, and why?
<b>DO</b>	1. Divide students into four groups, and write the names of the six featured cities on separate index cards. On a U.S. map, challenge each group to find the locations of the six cities on the cards. Challenge each group to match the headlines on the cards with the U.S. cities in which the stories took place. Justify choices and check answers. 2. Invite each group to select one of the articles for further review. Challenge groups to: <ul style="list-style-type: none"> <li>* summarize the story in one sentence.</li> <li>* identify 1-3 possible causes and 1-3 possible effects of the event.</li> <li>* identify the primary conflict or issue and who is involved.</li> <li>* reach consensus, if possible, on a position related to the conflict.</li> <li>* identify connections between the event and other stories in <i>The Week</i>.</li> <li>* identify how the event impacts their lives, if at all.</li> <li>* predict the status of each story one year from now.</li> </ul> 3. Direct each group to share its story. What conclusions can students draw about the format used and what criteria editors likely use to select the cities and/or stories they feature? What conclusions can they draw about our nation at this moment in time based on these articles? 4. Challenge students to imagine that they must develop a "School or Community at a glance" feature for their school newspaper. Direct each group to come up with the criteria it will use to select the six stories it will feature. Then, invite groups to use their criteria to select and report on six stories, using the format from the magazine. 5. Invite each group to present and explain the choices it made.
<b>EXTEND</b>	Invite students to select one of the stories in this week's "U.S. at a glance." Encourage them to identify their point of view related to this story and to create a political cartoon that illustrates that point of view. Students can learn more about how to create a political cartoon <a href="#">here</a> .

<b>MAIN ACTIVITY OF THE WEEK #2:</b> Articles of students' choice from throughout the issue	
<b>VOCABULARY</b>	othering, discrimination, bias, exclusivity, conflict, classified, diversity, us vs. them
<b>DISCUSS</b>	1. Why do people make distinctions between themselves and others? 2. How do people decide who is included and who is excluded from their groups?
<b>DO</b>	1. On a large sheet of butcher paper, write the phrase "us vs. them." Explain to students that you would like them to have a conversation about the phrase on the butcher paper, but their conversation must be done in complete silence. They may silently write, draw, or discuss what they think the phrase means, share examples of the phrase in their own lives or in the news, ask and answer questions about the phrase, or draw pictures that illustrate the phrase. 2. Invite students to review what's written, discuss the experience, and draw conclusions about what was written. Challenge the class to reach consensus about what "us vs. them" means. Explain to students that "us vs. them" has also been called "othering" or "classification". According to Edutopia, othering is a "human behavior that divides people into an 'us and them' by singling out some for aggression once they are branded as the despised "other." Name-calling, excluding, and incessant lies set the stage for more destructive behavior." 3. Direct student groups to create a two-column chart; in one column, challenge groups to list things that they believe cause othering and, in the other, to list the consequences of othering. Encourage them to consider consequences within a school, a community, and even globally. Invite each group to share its list with another group and challenge the new, larger group to reach consensus on the 5-8 most common causes of othering, and the 5-8 most significant potential consequences 4. Invite each group to identify at least three articles from this week's issue that illustrate othering. Articles can be about politics, national or global issues, technology, environmental issues, business, entertainment, or even pop culture. For each article, challenge the group to identify the groups, the cause(s) of the othering, and the potential consequences. 5. Have each group report out, and use the examples to expand on the list of causes and consequences. Which example has the most severe consequences, and why?
<b>EXTEND</b>	Challenge students to come up with strategies that build a culture of respect and forgiveness in your school by developing an upstander culture to eliminate the behavior of "othering."

\* Note : On your computer or mobile device, click or tap blue links to access linked content. Visit [www.theweek.com/teachers](http://www.theweek.com/teachers) to see all our lesson guides.